Focus Statement
Students become familiar with the recommended interactions and strategies in this the English-language development through intensive work with vignettes for each substrand and the interactions and strategies that are illustrated in them.

Before You Start
The work in this key topic focuses on the vignettes for each substrand and the interactions and strategies that are connected to them.

This key topic is organized around the four strands in this domain. There are several approaches used for these strands.

• In the first strand, Listening, and again in the last strand, Writing, there is only one substrand and students are directed to work with a particular vignette.

• In the second strand, Speaking, students are directed to look across vignettes in the substrands.

• In the Reading strand, there are six substrands, and students are again asked to work across the vignettes in the substrands but with different questions than are in the Speaking strand.

Any of these approaches can be adapted for the entire key topic.

As you work through these active learning exercises, remember that the levels of development for English-language development are different from those for other domains. This difference is described in Key Topic 1 for this unit in this instructional guide.

Much of the work could be done out of class, but class discussions will be important for building understanding and the ability to use the domain as a resource in curriculum planning.

This key topic is intended to familiarize students with what is in the domain. There is a key topic in Unit 7 of this instructional guide that will support students in using this domain in tandem with other domains as they plan integrated curriculum.
The number of interactions and strategies per strand and substrand are shown in Table 3.

**Table 3.** Total number of vignettes, interactions, and strategies for the English-language development domain by strand and substrand

<table>
<thead>
<tr>
<th>Strands and substrands</th>
<th>Number of vignettes</th>
<th>Number of interactions &amp; strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strand: Listening</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(PCF, V1, pp. 188-195)</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>1.0 Children Listen with Understanding</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td><strong>Strand: Speaking</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(PCF, V1, pp. 196-205)</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>1.0 Children Use Nonverbal and Verbal Strategies to Communicate with Others</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>2.0 Children Begin to Understand and Use Social Conventions in English</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>3.0 Children Use Language to Create Oral Narratives about Their Personal Experiences</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td><strong>Strand: Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(PCF, V1, pp. 206-218)</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>1.0 Children Demonstrate Appreciation and Enjoyment of Reading and Literature</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2.0 Children Show an Increasing Understanding of Book Reading</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>3.0 Children Demonstrate an Understanding of Print Conventions</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>4.0 Children Demonstrate Awareness That Print Carries Meaning</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>5.0 Children Demonstrate Progress in Their Knowledge of the Alphabet in English</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>6.0 Children Demonstrate Phonological Awareness</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td><strong>Strand: Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(PCF, V1, pp. 219-223)</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>1.0 Children Use Writing to Communicate Their Ideas</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

*Source: California Preschool Curriculum Framework, Volume 1.*
**Information Delivery**

The following content from the *California Preschool Curriculum Framework, Volume 1* (PCF, V1) is referenced in this key topic and may be delivered through lectures and/or assigned readings.

Familiarize students with the strands in this domain of the PCF, V1:

- Summary of strands and substrands (p. 184)
- Listening strand (p. 188)
- Speaking strand (p. 196)
- Reading strand (p. 206)
- Writing strand (p. 219)

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**Active Learning**

**Getting it started and Keeping it going**

After students have become familiar with the strands and substrands, point out that there are vignettes and teachable moments used for each substrand and suggested interactions and strategies following those. These interactions and strategies are either seen in the vignette or could be used in such a situation.

Students can work individually, in pairs, or in small groups of three or four for any of the following exercises.

**1. Listening**

The first strand, Listening, contains a vignette about Lonia. Ask students to read the vignette and think about the following questions for each of the 11 suggested interactions or strategies. Ask them to take notes as they do this so that they can share their thinking with the class.

- How does the teacher do this in the vignette?
- If a particular interaction or strategy could not be found in
the vignette, how would doing it help Lonia as she develops her ability to attend to and comprehend spoken English?

When the students have worked through all 11 interactions and strategies, ask them to share their findings with the whole group. Because there are 11 interactions and strategies to report on, ask one pair or group to report on one and then ask if others had any responses that were different. Then ask another pair or group to report on the next one and continue until you have covered all 11.

2. Speaking
Assign pairs or small groups to each of the three substrands. There are three vignettes in the first substrand, one in the second, and three in the third. You can assign by each of the three substrands or by each of the seven vignettes depending on the size of your group or the time available.

Again ask students to read the vignettes and look for the interactions and strategies as they did for the Listening strand.

Then ask them to turn to the section called “Bringing It All Together” on page 204 of the PCF, V1 and read the vignette.

Ask each group or pair of students representing each substrand to respond to these questions:

- Which of the interactions and strategies from the Speaking strand can they find in this vignette? From substrand 1.0 “Children Use Nonverbal and Verbal Strategies to Communicate with Others”? Substrand 2.0 “Children Begin to Understand and Use Social Conventions in English”? Substrand 3.0 “Children Use Language to Create Oral Narratives About Their Personal Experiences”?

- How would Ms. Jane have known what kind of language interactions would be appropriate for Enrique?

3. Reading
The introduction to this strand is very important. Ask students to find three key points in this introduction found on page 206 of the PCF, V1. These should include the following points:

- Children who are English learners may already have learned some of these skills in their home language.
• Skills in the home language appear to provide the necessary background for learning these skills in English.

• Bridging to home language and culture will foster motivation to learn the skills in the English-language development domain.

Following this discussion, assign pairs or small groups to each of the six substrands. Have them read the vignette and the interactions and strategies for their substrand and consider these questions:

• How does each of the key points connect to this substrand—either in the vignette or the interactions and strategies?

• In each vignette, what did the teacher see or hear that helped him understand what skills the children might have in their home language that could be built upon to develop skills in English?

When they have worked through these questions in their substrand, reconvene the whole group. Ask students to share their findings for each substrand. As they do so, note any similarities between substrands in their responses.

4. Writing
Because the Writing strand has only one substrand, this strand can be explored in much the same way that the Listening strand was done.

Ask students to read the vignette and think about the following questions for each of the five suggested interactions or strategies. Ask them to take notes as they do this so that they can share their thinking with the class.

• How does the teacher do this in the vignette?

• If a particular interaction or strategy could not be found in the vignette, how could this vignette be extended to incorporate that interaction or strategy into this vignette?

When they have worked through the five interactions and strategies, ask students to share their findings with the whole group.
Ask them if they can think of any of the interactions and strategies from any of the other substrands where writing could be incorporated or added. This could be approached as a recall exercise or done as a more extended assignment out of or in class if writing is a strong focus of the course.

**Reflection**

The following questions can be addressed as a journaling exercise or as a class discussion:

- What stood out for you in this key topic?
- What new insights do you have?
- How will this influence your work with young children now or in the future?
- If you had to come up with two statements to describe to someone what is important in working with young children who are English learners, what would they be?

**Deeper Understanding**

All of the *Preschool English Learners: Principles and Practices to Promote Language, Literacy, and Learning, 2nd ed.* is useful to students as they develop their knowledge and skills in working with children who are English learners, but Chapter 5 might merit special attention here in relation to interactions and strategies. This chapter is titled “Stages and Strategies in Second-Language Acquisition.” There are two main topics in this chapter: Stages of Learning a Second Language and Strategies in Second-Language Acquisition.

One way to engage students with this content is to have them develop posters for each of the two main topics for a poster session.

Another approach is to have students look at core strategies for interactions with children in pages 14-18 of *The Intentional Teacher* (Epstein 2007). Ask students to review these strategies and then to consider how the English-language development interactions and strategies could be linked to them. Where in Epstein’s core strategies could the English-language development strategies be incorporated? Have students develop an annotated list of Epstein’s core strategies and under each one put a list of three (or more) English-language development
strategies that could be used to include the needs of English learners. Then ask them to write a short paragraph explaining their decisions.
English-Language Development
Interactions and Strategies

Listening
Children Listen with Understanding
1. Model good listening skills.
2. Use the home language for comprehension.
3. Keep messages and directions short when talking with preschool children who are English learners.
4. Teach children how to listen, repeat messages, and ask questions.
5. Have a listening library in the home language and in English.
6. Summarize or provide key phrases of a story in a book, finger play, or song in the child’s home language before introducing it in English.
7. Use language and literacy activities that contain repetitive refrains.
8. Use running commentary when the child is engaged in an activity.
9. Use multiple methods for scaffolding communication depending on the stage of English-language development of the child.
10. Target both the content and English-language development in every activity.
11. Observe preschool English learners during group time, storybook reading, and in small groups.

Speaking
Children Use Nonverbal and Verbal Strategies to Communicate with Others
1. Learn how to pronounce the child’s name as accurately as possible.
2. Learn some key words or phrases in the child’s home language.
3. Repeat common phrases slowly and clearly to the child.
4. Allow the child to start slowly.
5. Allow for wait time.
6. Scaffold communication by combining English words with some type of body gesture or visual cue.
7. Be thoughtful about helping children understand what words mean.
9. Expand and extend the child’s language.

Children Begin to Understand and Use Social Conventions in English
1. Ask a family member or knowledgeable community resource to share appropriate social conventions for the child’s language and culture.
2. Observe the child during drop-off and pick-up for cues.
3. During circle time or small-group time, talk to children about the different ways they greet adults and other children in their families.

Children Use Language to Create Oral Narratives About Their Personal Experiences
1. Listen appreciatively to children’s stories.
2. Ask open-ended questions and sustain the conversation over a number of turns.
3. Help children understand idioms.
4. Provide materials that help stimulate talking (or oral narratives as used in the California preschool Learning Foundations, page 122).
5. Provide wordless picture books.

Reading
Children Demonstrate Appreciation and Enjoyment of Reading and Literature
1. Expose children enthusiastically to all types of print.
2. Connect literacy to the home culture and community.
3. Build on existing strengths.
4. Use read-alouds.
Reading (continued)

Children Show an Increasing Understanding of Book Reading
1. Connect print material to children’s interests.
2. Invite children to discuss and react to story narratives.
3. Encourage children to dictate, retell, and create their own books.

Children Demonstrate an Understanding of Print Conventions
1. Point out print features during shared reading.
2. Point out print features during shared writing.
3. Equip all learning areas with books and writing materials.
4. Help children create their own books.

Children Demonstrate Awareness That Print Carries Meaning
1. Point out the meaning of print around the classroom and in the community.
2. Have lots of clear print in multiple languages in the environment.

Children Demonstrate Progress in Their Knowledge of the Alphabet in English
1. Have children identify the letters of their own names in any language.
2. Provide English alphabet letters in multiple forms.
3. Read alphabet books in multiple languages.

Children Demonstrate Phonological Awareness
1. Sing silly English songs that can be phonetically manipulated.
2. Sing songs, recite poems, clap rhythms, and do finger plays that emphasize rhymes daily.
3. Identify and practice English sounds that do not exist in the home language.
4. Use real objects and emphasize syllables and phonemes.
5. Play games that emphasize the first sound of common words.

Writing

Children Use Writing to Communicate Their Ideas
1. Look for opportunities for adult- and peer-mediated conversation about writing by using the child’s home language to initiate this discussion.
2. Link writing to listening and speaking so preschool children who are English learners can draw from other language strengths.
3. Focus writing activities on literature.
4. Supply learning areas with writing materials.
5. Have children dictate their own short stories.